



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12541749
SAU: MSAD 60
School: North Berwick Elementary Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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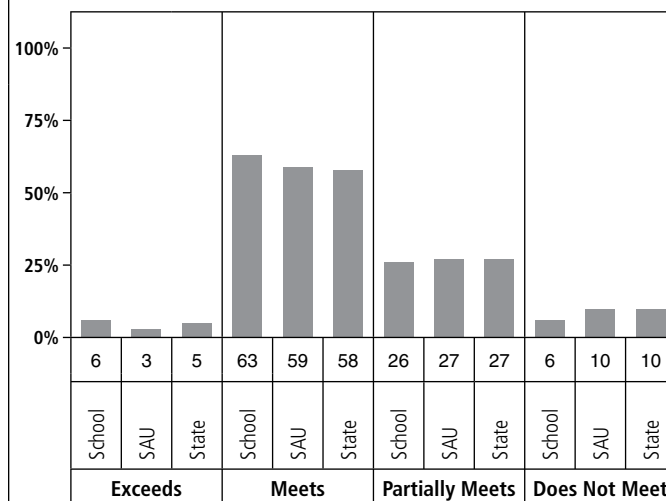
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: North Berwick Elementary Sch

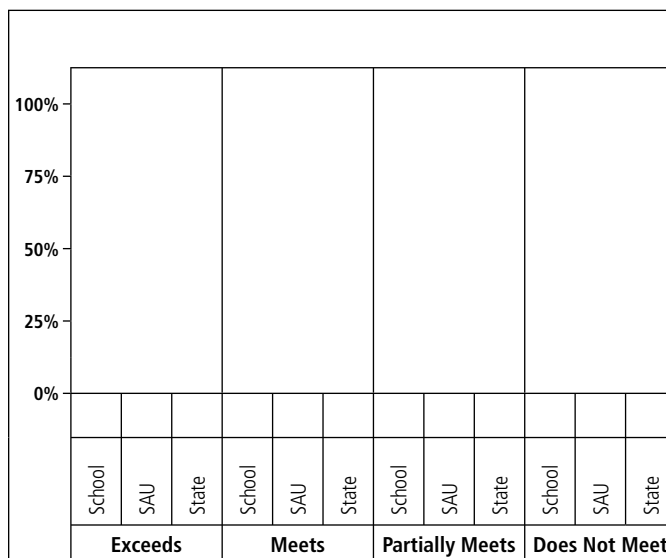
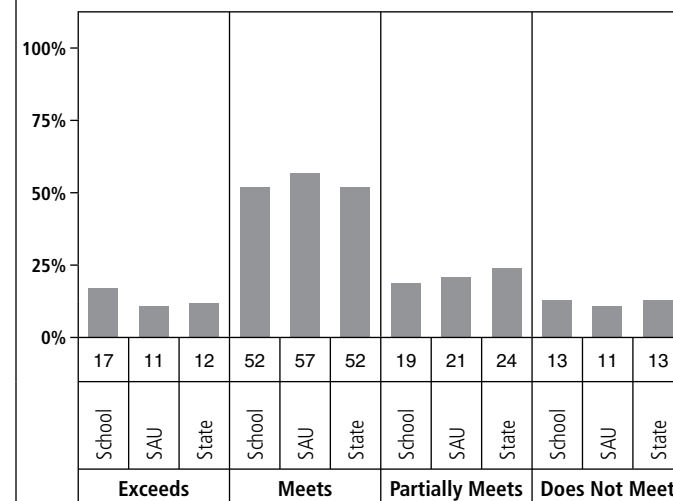
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	544	544
2006–2007	544	543	544
2007–2008	546	544	545
Cum. Avg. *	544	544	544
Mathematics			
2005–2006	547	548	543
2006–2007	549	547	546
2007–2008	549	547	546
Cum. Avg. *	548	547	545
ELA – Writing			
2005–2006			
2006–2007	545	541	541
2007–2008	539	538	538
Cum. Avg. *			

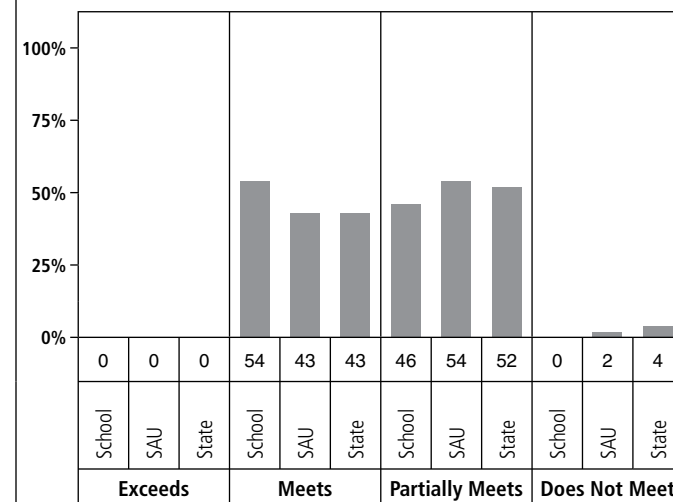
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: North Berwick Elementary Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State							
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%						
Total number of students	54	100	224	100	14240	100	54	100	222	99	14157	100	54	100	223	100	14156	100					54	100	223	100	14107	99		
Ethnicity African American/Black	1	2	3	1	404	3	1	100	2	67	396	98	1	100	2	67	398	99					1	100	2	67	388	96		
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0	0	0	118	100		
Asian or Pacific Islander	1	2	4	2	201	1	1	100	4	100	199	99	1	100	4	100	199	99					1	100	4	100	197	98		
Hispanic	0	0	2	1	178	1	0	0	1	50	170	97	0	0	2	100	174	99					0	0	2	100	171	97		
Caucasian/White	52	96	215	96	13339	94	52	100	215	100	13274	100	52	100	215	100	13267	100					52	100	215	100	13233	99		
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0	0	0	0	0		
Identified disability	11	20	31	14	2555	18	11	100	30	97	2528	99	11	100	30	97	2526	99					11	100	30	97	2507	99		
Current LEP	0	0	1	0	337	2	0	0	0	0	328	97	0	0	1	100	334	99					0	0	1	100	323	96		
Economically disadvantaged	16	30	80	36	5574	39	16	100	79	99	5528	99	16	100	80	100	5531	99					16	100	80	100	5504	99		
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0	0	0	5	100		

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	36	67	172	77	11042	78	36	67	173	77	11006	77							36	67	173	77	11127	78
Identified disability (PET/IEP)	1	3	3	2	396	4	1	3	3	2	404	4							1	3	4	2	447	4
LEP	0	0	0	0	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	18	33	50	22	2974	21	18	33	50	22	3014	21							18	33	50	22	2845	20
Identified disability (PET/IEP)	10	56	27	54	1996	67	10	56	27	54	1986	66							10	56	26	52	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	8	44	23	46	766	26	8	44	23	46	801	27							8	44	24	48	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	2	1	64	0	0	0	1	0	61	0							0	0	1	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: North Berwick Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	0	0	10	4	721	5
	2006-2007	4	8	9	4	702	5
	2007-2008	3	6	6	3	659	5
	Cum. Total*	7	4	25	4	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	36	58	135	55	7571	53
	2006-2007	26	51	125	54	7730	55
	2007-2008	34	63	132	59	8195	58
	Cum. Total*	96	57	392	56	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	23	37	73	30	4343	30
	2006-2007	14	27	65	28	4182	30
	2007-2008	14	26	61	27	3800	27
	Cum. Total*	51	31	199	29	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	3	5	28	11	1628	11
	2006-2007	7	14	31	13	1419	10
	2007-2008	3	6	23	10	1362	10
	Cum. Total*	13	8	82	12	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.5	63.5	28.6	59.6	29.2	60.8
Literary Text	24	50	15.8	65.8	14.8	61.7	15.0	62.5
Informational Text	24	50	14.7	61.3	13.8	57.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: North Berwick Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	3	6	34	63	14	26	3	6	546	222	3	59	27	10	544	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	1										4						197	5	64	23	8	546
Hispanic	0										1						167	2	47	37	14	542
Caucasian/White	52	3	6	32	62	14	27	3	6	546	215	3	59	27	11	544	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	5	45	3	27	3	27	538	30	0	27	23	50	533	2392	0	26	42	31	536
No	43	3	7	29	67	11	26	0	0	548	192	3	65	28	4	545	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	54	3	6	34	63	14	26	3	6	546	222	3	59	27	10	544	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	16	0	0	10	63	6	38	0	0	543	79	0	52	32	16	540	5454	2	48	35	15	541
No	38	3	8	24	63	8	21	3	8	547	143	4	64	25	7	546	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	54	3	6	34	63	14	26	3	6	546	222	3	59	27	10	544	14011	5	58	27	10	545
Gender																						
Female	24	2	8	17	71	5	21	0	0	548	101	4	62	28	6	545	6766	7	62	24	8	546
Male	30	1	3	17	57	9	30	3	10	545	121	2	57	27	14	543	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	5	50	4	40	1	10	543	30	0	50	30	20	541	1751	1	35	44	21	538
No	44	3	7	29	66	10	23	2	5	547	192	3	61	27	9	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	54	3	6	34	63	14	26	3	6	546	222	3	59	27	10	544	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: North Berwick Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	2 78 17 4	0 3 0 0	0 7 0 0	1 26 6 1	100 62 67 50	0 11 2 1	0 26 22 50	0 2 1 0	0 5 11 0	546 547 543 542	3 77 18 3	0 4 0 0	50 61 62 17	50 26 31 33	0 10 8 50	540 544 543 534	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	20 61 15 4	0 3 0 0	0 9 0 0	7 20 6 1	64 61 75 50	3 10 1 0	27 30 13 0	1 0 1 1	9 0 13 50	544 548 546 533	21 66 9 3	2 3 0 0	62 58 62 71	23 30 24 14	13 9 14 14	544 544 543 541	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	22 57 20 0	0 3 0 0	0 10 0 0	7 22 5 5	58 71 45 45	4 4 6 6	33 13 55 55	1 2 0 0	8 6 0 0	547 548 541 541	23 52 23 1	2 4 0 0	77 62 37 50	19 26 38 50	2 8 25 0	548 545 538 539	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	19 65 17	0 2 1	0 6 11	7 23 4	70 66 44	2 9 3	20 26 33	1 1 1	10 3 11	544 548 544	18 69 13	0 3 3	53 62 52	20 28 34	28 6 10	539 545 542	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	13 61 26	0 0 3	0 0 21	7 23 4	100 70 29	0 7 7	0 21 50	0 3 0	0 9 0	549 545 548	14 61 25	3 1 7	42 66 51	39 22 36	16 11 5	541 544 545	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 59 9 15	1 2 0 0	11 6 0 0	5 20 4 5	56 63 80 63	2 9 1 2	22 28 20 25	1 1 0 1	11 3 0 13	547 547 545 545	17 54 14 15	3 4 0 0	66 60 55 55	24 28 32 24	8 8 13 21	545 545 541 540	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	30 26 44	0 0 3	0 0 14	9 8 14	60 62 64	4 5 4	27 38 18	2 0 1	13 0 5	543 545 550	20 31 50	0 2 5	48 54 67	36 32 23	17 12 6	541 543 546	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
Optional school/SAU question A. B. C. D.	0 0 67 33	 1 0	 50 0	 0 1	 0 100	 1 0	 50 0	 0 0	 0 0	 555 542	43 29 21 7	0 0 33 0	33 50 0 100	17 0 67 0	50 50 0 0	530 541 549 542						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: North Berwick Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	4	6	33	13	1415	10
	2006-2007	2	4	32	14	1711	12
	2007-2008	9	17	24	11	1617	12
	Cum. Total*	15	9	89	13	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	40	65	146	59	6503	45
	2006-2007	33	65	121	53	6778	48
	2007-2008	28	52	128	57	7284	52
	Cum. Total*	101	60	395	56	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	13	21	42	17	3945	28
	2006-2007	13	25	57	25	3884	28
	2007-2008	10	19	46	21	3341	24
	Cum. Total*	36	22	145	21	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	5	8	27	11	2434	17
	2006-2007	3	6	20	9	1683	12
	2007-2008	7	13	25	11	1778	13
	Cum. Total*	15	9	72	10	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.1	67.3	9.5	63.3	9.0	60.0
Cluster 2: Shape and Size	14	29	7.5	53.6	7.3	52.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.6	52.0	2.5	50.0	2.2	44.0
Cluster 4: Patterns	14	29	8.8	62.9	8.6	61.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: North Berwick Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	9	17	28	52	10	19	7	13	549	223	11	57	21	11	547	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	1										4						198	16	59	15	11	549
Hispanic	0										2						173	5	45	30	20	541
Caucasian/White	52	9	17	26	50	10	19	7	13	549	215	11	58	21	11	547	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	1	9	2	18	3	27	5	45	536	30	3	17	20	60	530	2390	2	29	34	35	534
No	43	8	19	26	60	7	16	2	5	552	193	12	64	21	4	550	11630	13	57	22	8	548
Current LEP																						
Yes	0										1						330	4	36	27	33	536
No	54	9	17	28	52	10	19	7	13	549	222	11	58	21	11	547	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	16	0	0	6	38	5	31	5	31	539	80	1	53	28	19	542	5461	5	46	30	19	541
No	38	9	24	22	58	5	13	2	5	553	143	16	60	17	7	550	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	54	9	17	28	52	10	19	7	13	549	223	11	57	21	11	547	14015	12	52	24	13	546
Gender																						
Female	24	3	13	12	50	4	17	5	21	546	101	7	61	19	13	547	6767	11	51	24	13	546
Male	30	6	20	16	53	6	20	2	7	551	122	14	54	22	10	547	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	6	60	1	10	3	30	542	30	0	60	27	13	542	1755	1	37	39	23	538
No	44	9	20	22	50	9	20	4	9	550	193	12	57	20	11	548	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	54	9	17	28	52	10	19	7	13	549	223	11	57	21	11	547	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: North Berwick Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	536	3	0	33	33	33	535	5	6	39	29	25	539
B. less than one hour	78	8	19	22	52	7	17	5	12	550	77	12	58	21	10	547	66	12	52	24	12	546
C. one to two hours	17	1	11	6	67	1	11	1	11	550	17	10	67	15	8	549	26	12	55	23	11	547
D. more than two hours	4	0	0	0	0	1	50	1	50	531	3	0	17	33	50	533	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	1	6	13	76	3	18	0	0	550	40	9	66	17	8	549	38	16	56	19	8	549
B. They match some of what I have learned.	50	6	22	14	52	4	15	3	11	551	50	13	56	22	10	547	48	9	53	26	12	545
C. They match just a little of what I have learned.	9	2	40	1	20	1	20	1	20	554	7	13	44	25	19	545	10	6	37	32	24	539
D. There is no match.	9	0	0	0	0	2	40	3	60	529	3	0	0	43	57	527	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	5	28	11	61	2	11	0	0	558	26	31	59	7	3	556	31	24	54	14	8	552
B. good	37	4	20	12	60	0	0	4	20	549	43	6	65	18	11	547	47	8	55	25	12	545
C. fair	24	0	0	4	31	7	54	2	15	539	26	0	48	36	16	541	19	2	43	35	20	539
D. poor	6	0	0	1	33	1	33	1	33	534	5	0	36	36	27	533	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	0	0	4	57	2	29	1	14	542	14	0	55	26	19	540	18	5	42	30	22	540
B. about the same as my regular schoolwork	63	7	21	16	47	6	18	5	15	549	68	12	56	22	11	548	66	11	55	23	11	547
C. easier than my regular schoolwork	24	2	15	8	62	2	15	1	8	552	18	15	64	13	8	550	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	19	1	10	6	60	3	30	0	0	550	27	12	57	23	8	547	21	10	48	26	16	544
B. two or three days a week	44	6	25	13	54	3	13	2	8	552	44	11	62	18	9	548	36	13	54	23	10	547
C. two or three times each month	22	2	17	8	67	1	8	1	8	553	20	9	61	18	11	547	27	12	54	23	11	547
D. never or almost never	15	0	0	1	13	3	38	4	50	531	9	10	30	30	30	540	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	11	0	0	2	33	2	33	2	33	539	7	7	27	53	13	542	7	12	44	25	19	543
B. two or three days a week	46	3	12	17	68	4	16	1	4	551	46	13	62	16	10	549	30	13	53	23	11	547
C. two or three times each month	26	3	21	8	57	1	7	2	14	551	33	8	62	19	11	547	34	12	54	23	10	547
D. never or almost never	17	3	33	1	11	3	33	2	22	547	14	13	50	25	13	546	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	1	20	1	20	1	20	2	40	542	4	20	20	20	40	540	7	7	40	25	28	539
B. 30–45 minutes	44	2	8	15	63	5	21	2	8	548	41	4	62	25	9	546	31	7	49	29	15	543
C. 45–60 minutes	37	4	20	10	50	4	20	2	10	550	43	12	60	19	9	548	40	12	55	23	10	547
D. more than 60 minutes	9	2	40	2	40	0	0	1	20	556	11	24	48	12	16	549	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										43	0	67	17	17	543						
B.	0										29	0	50	0	50	536						
C.	67	1	50	0	0	0	0	1	50	547	21	33	0	0	67	539						
D.	33	0	0	0	0	1	100	0	0	538	7	0	0	100	0	538						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 60
School: North Berwick Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	35 29	69 54	128 97	56 43	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	16 25	31 46	98 121	43 54	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	4 5	2 2	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	11.2	56.0	10.8	54.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.9	49.2	5.7	47.5	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.2	65.0	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: North Berwick Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	54	0	0	29	54	25	46	0	0	539	223	0	43	54	2	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	1										4						196	2	55	42	2	541
Hispanic	0										2						170	0	29	62	9	535
Caucasian/White	52	0	0	28	54	24	46	0	0	539	215	0	44	54	2	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	10	91	0	0	534	30	0	7	83	10	530	2372	0	12	72	16	529
No	43	0	0	28	65	15	35	0	0	541	193	0	49	50	1	539	11600	0	50	48	1	539
Current LEP																						
Yes	0										1						319	0	30	58	12	533
No	54	0	0	29	54	25	46	0	0	539	222	0	44	54	2	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	16	0	0	4	25	12	75	0	0	535	80	0	33	63	5	535	5435	0	32	61	7	535
No	38	0	0	25	66	13	34	0	0	541	143	0	50	50	1	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	54	0	0	29	54	25	46	0	0	539	223	0	43	54	2	538	13967	0	43	52	4	538
Gender																						
Female	24	0	0	17	71	7	29	0	0	542	101	0	52	48	0	539	6750	1	55	43	2	540
Male	30	0	0	12	40	18	60	0	0	537	122	0	36	60	4	537	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	3	30	7	70	0	0	533	30	0	33	67	0	536	1745	0	26	69	5	534
No	44	0	0	26	59	18	41	0	0	541	193	0	45	52	3	538	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	54	0	0	29	54	25	46	0	0	539	223	0	43	54	2	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 60
 School: North Berwick Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	526	3	0	17	50	33	530	5	0	29	57	14	533
B. less than one hour	78	0	0	25	60	17	40	0	0	540	77	0	48	51	1	539	66	0	44	52	3	538
C. one to two hours	17	0	0	3	33	6	67	0	0	536	17	0	31	69	0	537	26	0	45	52	3	538
D. more than two hours	4	0	0	1	50	1	50	0	0	542	3	0	17	67	17	530	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	22	0	0	8	67	4	33	0	0	542	17	0	54	46	0	541	25	1	54	42	3	540
B. good	56	0	0	17	57	13	43	0	0	540	48	0	53	47	0	540	50	0	46	51	3	538
C. fair	19	0	0	4	40	6	60	0	0	535	30	0	27	69	4	535	22	0	29	65	6	535
D. poor	4	0	0	0	0	2	100	0	0	530	4	0	10	70	20	530	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	10	0	0	2	40	3	60	0	0	538	15	0	30	61	9	535	14	0	33	56	10	535
B. about that same as my regular schoolwork	65	0	0	19	56	15	44	0	0	539	63	0	46	53	1	538	65	0	45	52	3	538
C. easier than my regular schoolwork	25	0	0	7	54	6	46	0	0	540	22	0	46	54	0	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										43	0	33	67	0	537						
B.	0										29	0	50	50	0	537						
C.	67	0	0	1	50	1	50	0	0	542	21	0	33	67	0	539						
D.	33	0	0	1	100	0	0	0	0	546	7	0	100	0	0	546						